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ABSTRACT

In 1989, Johnson County Community College (JCCC, Kansas) conducted studies of "leavers"--students who had been enrolled at JCCC during a specific period of time and had not graduated, earned a certificate, transferred to another college or university, or left the college with marketable skills developed in one of JCCC's career programs. Results of these leaver studies primarily addressed four important issues: (1) achievement of former students' educational objectives at JCCC; (2) satisfaction with JCCC experiences; (3) reasons for leaving JCCC; and (4) future educational plans. An unduplicated list of leavers who had enrolled at JCCC during fall 1997, spring 1998, or summer 1998 was compiled. Surveys were completed by 521 individuals for a 13.6% response rate. Nearly 47% of respondents indicated they had originally enrolled at JCCC for job-related reasons, and 32% planned to transfer to another college or university when first enrolling at JCCC. Over 82% of respondents had completely or partially achieved their JCCC educational objectives, the greatest percentage since the study was initiated in 1989. Three out of four respondents indicated JCCC attendance had improved their quality of life. The most common reasons given for leaving JCCC were completion of desired courses and work schedule conflicts. Appended are data tables of findings, the survey instrument, and cover letters. (AS)

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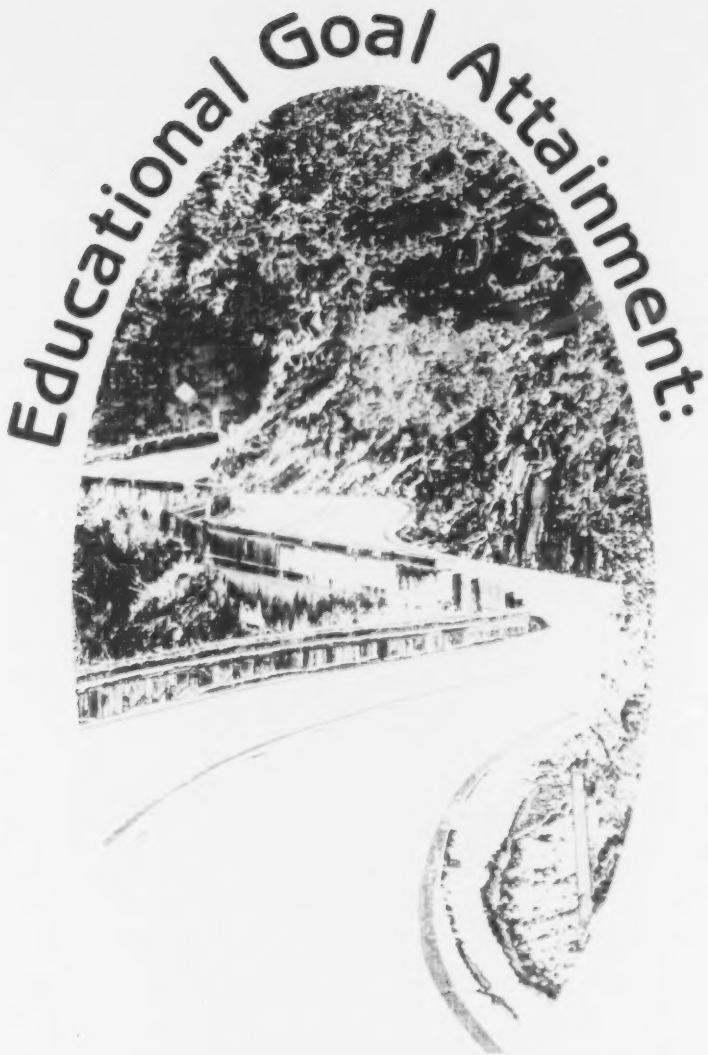

A One-year Follow-up Study of Nonreturning JCCC Students

Johnson County Community College

Office of Institutional Research

March 1999

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EDUCATIONAL GOAL ATTAINMENT:

A ONE-YEAR FOLLOW-UP STUDY

OF NONRETURNING JCCC STUDENTS

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March 1999

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Unlike many four-year colleges and universities, community colleges serve a diverse population with varying educational needs. Thus, it becomes necessary to incorporate measures other than graduation rates as components of a comprehensive community college assessment of institutional effectiveness. In 1989 JCCC initiated studies of leavers--students who had been enrolled at JCCC during a specific period of time and had not graduated, earned a certificate, transferred to another college or university, or left the college with marketable skills developed in one of JCCC's career programs. Results of these leaver studies primarily address four important issues: 1) achievement of former students' educational objective at JCCC, 2) satisfaction with JCCC experiences, 3) reasons for leaving JCCC, and 4) future educational plans.

Methodology

An unduplicated list of students enrolled at JCCC during fall 1997, spring 1998, or summer 1998 was compiled, then adjusted to eliminate students enrolled at JCCC in fall 1998. The resulting list was further adjusted to eliminate those falling into one or more of the following categories: 1) JCCC graduates and career program completers, 2) College Now dual-credit high school students, 3) former students who had completed less than 6 total credit hours at JCCC, 4) Brown and Gold enrollees, 5) co-op program enrollees, and 6) Burlington Northern trainees. These adjustments resulted in a target population of 3,901 short-term leavers.

Two mailings were conducted, the first on November 16 and the second on December 7, 1998. Results of those mailings reduced the target population by 67 students who indicated our records were in error (not enrolled at JCCC during 1997-98 or still enrolled in fall 1998), and by eight surveys returned by the postal service as undeliverable. Of the remaining 3,826 leavers, 521 returned completed surveys for an adjusted response rate of 13.6%. Of note is the fact that return of undeliverable surveys was not requested from the postal service. Thus, this adjusted response rate may have been considerably higher had an accurate count of undeliverable surveys been available.

A summary of the major findings of the study follows. To enhance the usefulness of results, comparisons of findings of previous studies in this series have been provided where appropriate. A complete, tabular presentation of the results is provided in Appendix A. The survey instrument and cover letters are located in Appendices B and C, respectively. Questions and comments pertaining to this study may be directed to:

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MAJOR FINDINGS

Achievement of JCCC educational objective

Nearly 47% of respondents indicated they had originally enrolled at JCCC for job-related reasons, and 32% had planned to transfer to another college or university when first enrolling at JCCC. Over 82% of respondents had completely or partially achieved their JCCC educational objective, the greatest percentage since this study was initiated in 1989. Of those, nine out of ten indicated JCCC had helped them to achieve that objective.

Benefits of attending JCCC

Approximately seven out of ten respondents indicated that JCCC had helped them to improve their critical thinking and problem-solving skills, and six out of ten indicated their self-confidence had been enhanced by attending JCCC.

Over 50% of respondents indicated JCCC had helped them to broaden their knowledge of the arts and sciences, clarify their values and goals, and make constructive use of time. The majority of respondents also indicated JCCC had helped them to improve their decision-making skills, their oral and written communication skills, and their tolerance for people and ideas.

Substantial differences were evident in respondent perceptions of their JCCC experiences for those who had completed less than 15 credit hours compared to those who had completed 15 or more credit hours at JCCC. A greater percent of those completing 15 or more credit hours than those completing less than 15 credit hours at JCCC perceived their experiences while attending JCCC to be beneficial in all areas detailed on the survey.

Differences were also evident in respondent perceptions of their JCCC experiences for those under 25 years of age compared to respondents age 25 or older. A greater percent of respondents under 25 years of age perceived their experiences at JCCC to be beneficial than those age 25 or older in all categories except improvement of critical thinking/ problem-solving skills and enhancement of self-confidence.

Satisfaction with JCCC

Three out of four respondents indicated their experiences at JCCC had improved their quality of life and, if starting now, nine out of ten would attend JCCC again. These percentages were about the same as reported for previous studies. Nearly 94% of respondents indicated they would recommend JCCC to friends, similar to findings for previous studies.

Three out of four respondents also indicated they would encourage their own children to attend JCCC. This percentage has fluctuated over the past 10 years from a high of 86% in 1994 to a low of 71% in 1989.

Reasons for leaving JCCC

The majority of respondents did not re-enroll at JCCC either because all desired coursework had been completed (32%) or because of work schedule conflicts (24%). Other primary factors influencing the decision not to return to JCCC were financial difficulties (11%), family or personal problems (8%) or lifestyle changes (7%). Less than 1% left because they found the JCCC coursework too difficult.

Educational plans

When asked to specify a current educational objective, only 8% of respondents indicated no plans for more education. Nearly 69% of respondents definitely planned to enroll in college courses again and, of those, 64% planned to re-enroll at JCCC.

The greatest percent of respondents indicated their current educational objective was career related--to improve their skills for their present job (20%), to prepare to enter the job market (11%), to prepare to change careers (8%), or to explore career possibilities (5%). Less than 22% indicated their current educational objective was to prepare for transfer, and only 15% intended to study topics of interest or for self-improvement. Approximately 9% wanted to prepare for graduate school and 1% planned to return to college to remedy or review basic skills.

Characteristics of respondents

Respondents were predominately white, female, over the age of 30, and currently married. Although total annual family income ranged from under $20,000 to over $100,000, the greatest percent of respondents were in the $40,000 to $60,000 income range (25%). Fully 23% fell in the $20,000 to $40,000 range, and 16% were in the $60,000 to $80,000 annual family income range.

The majority of respondents were employed full time (61%), a lower percent than in any of the past three studies. Of those, nearly 70% reported satisfaction with their job. Only 3% were unemployed and actively looking for work at the time the study was conducted; 17% were employed part-time, and 17% were out of the labor force altogether.

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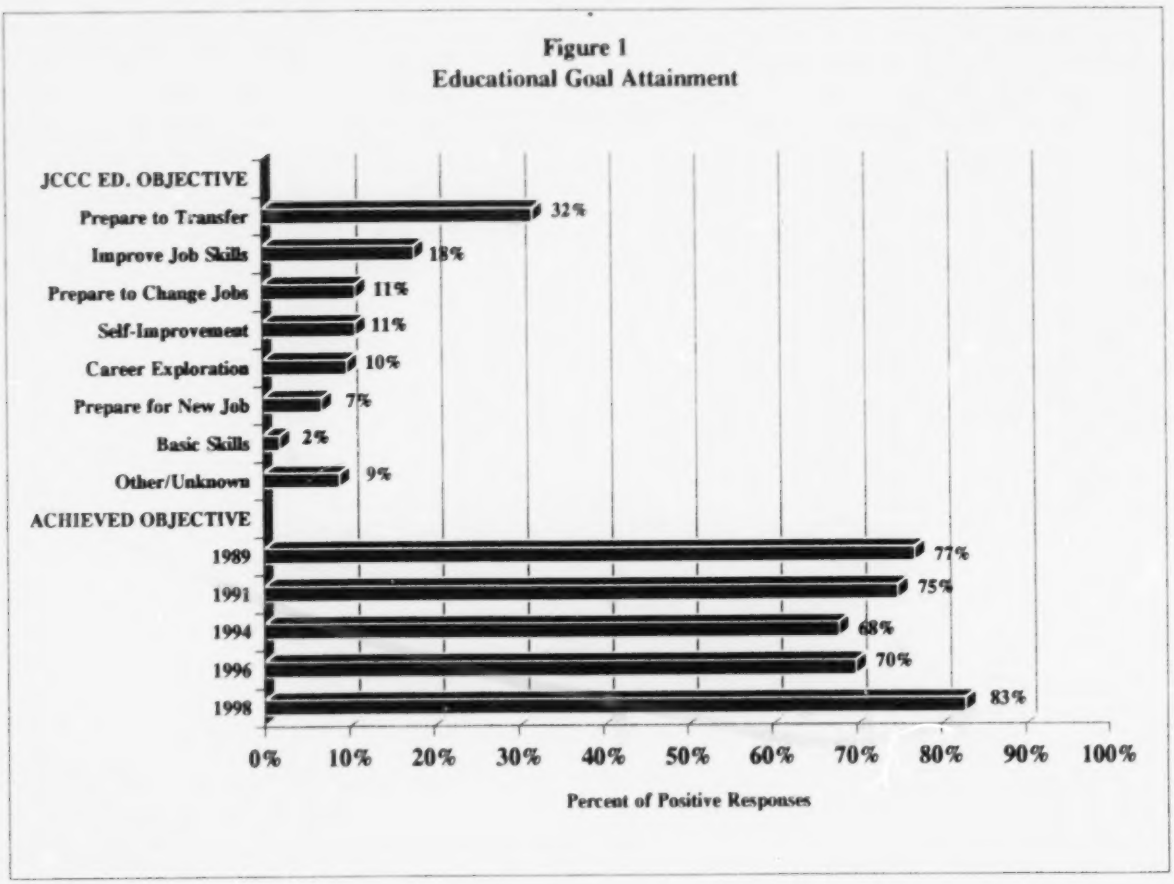
EDUCATIONAL GOAL ATTAINMENT

Did respondents achieve their educational objective at JCCC?

As Figure 1 depicts, respondents clearly "got what they came for" at the college. Nearly 83% of respondents indicated they had completely or partially achieved their JCCC educational objective, a greater percent than reported in any of the previous studies.

Approximately nine out of ten respondents who indicated they had achieved their JCCC educational objective felt JCCC had helped them to achieve that objective in each of the years the study was conducted. See Table 3.

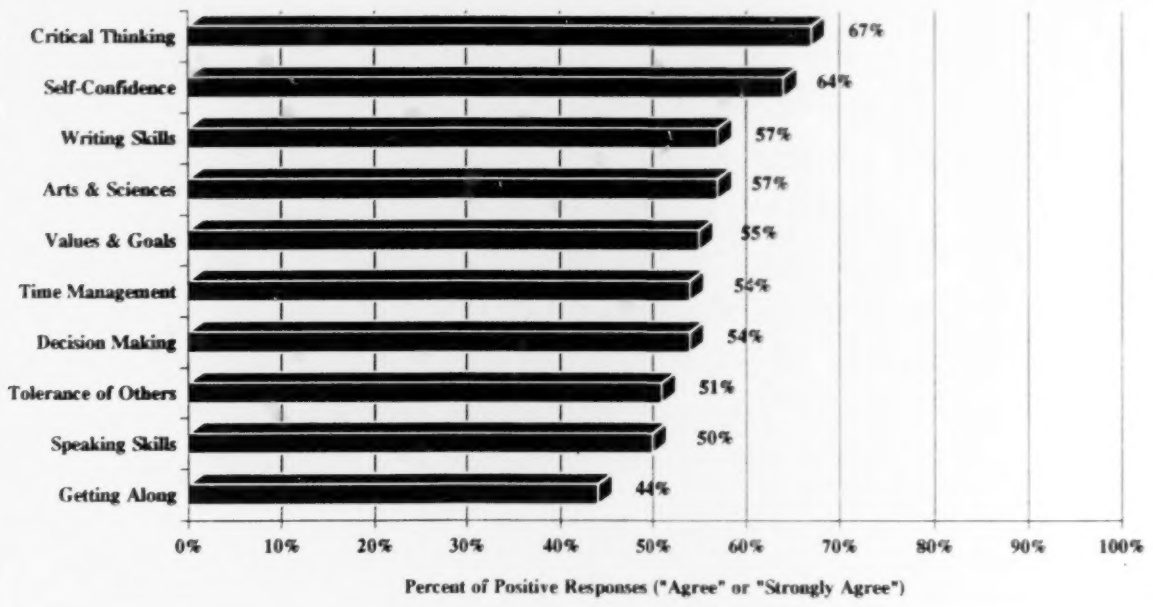
Figure 1
Educational Goal Attainment



Which student characteristics were enhanced as a result of attending JCCC?

As Figure 2 clearly depicts, the majority of respondents indicated attendance at JCCC had helped them to improve a variety of cognitive and noncognitive characteristics. The only area in which less than half of respondents indicated improvement was in the ability to get along with others. See Tables 5 to 7.

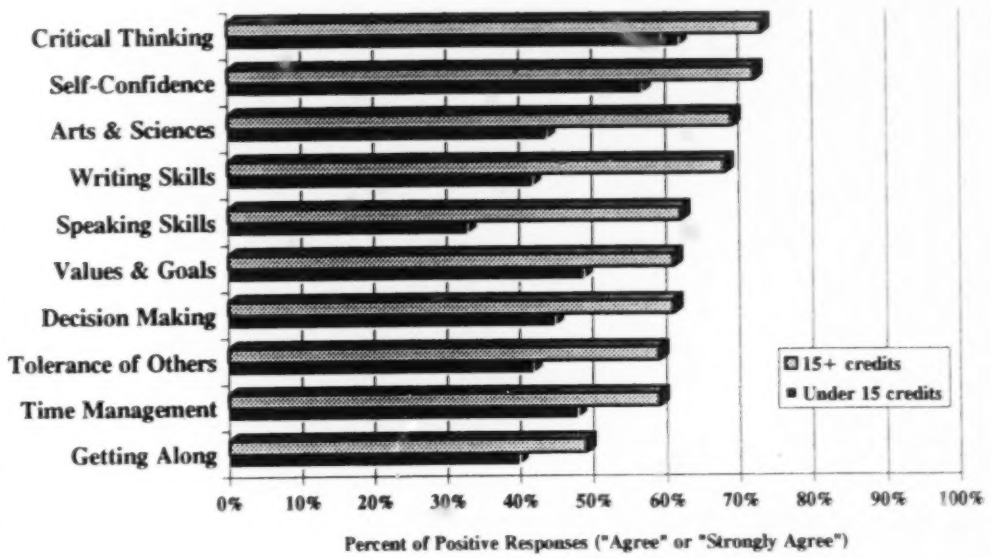
Figure 2
Characteristics JCCC Helped to Improve



PERCEPTIONS OF JCCC EXPERIENCES BY CREDIT HOURS COMPLETED

As Figure 3 depicts, the number of credit hours respondents completed at JCCC was clearly related to the effect of their JCCC experiences on various cognitive and noncognitive characteristics identified on the survey. Of particular note were the differences in perceptions of respondents who had completed 15 credit hours or more compared to those who had completed less than 15 credit hours at JCCC, respectively, in improving oral communication skills (62% vs. 33%), improving written communication skills (68% vs. 42%), broadening knowledge of the arts and sciences (69% vs. 44%), expanding tolerance for people and ideas (59% vs. 42%), improving decision-making skills (61% vs. 45%), and enhancing self-confidence (72% vs. 57%). See Table 6.

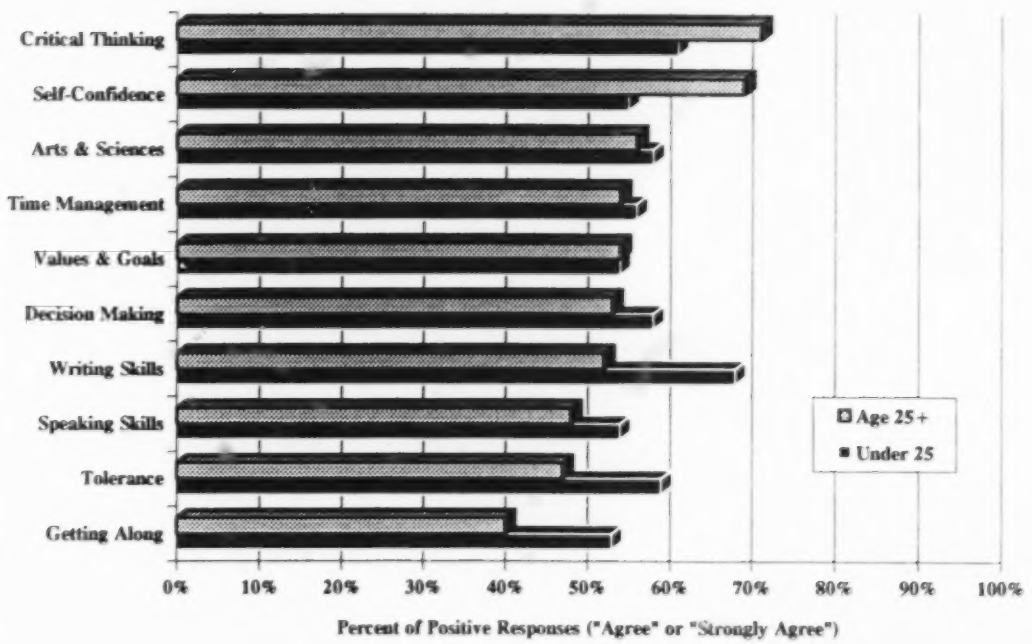
Figure 3
Perceived Improvements by Number of JCCC Credit Hours Completed



Did age influence respondent perceptions of their JCCC experiences?

As Figure 4 depicts, age was also related to respondent perceptions of the effect of attendance at JCCC on several cognitive and noncognitive characteristics identified on the survey. Although the differences were relatively small, more younger than older respondents reported improvement in written communication skills (68% vs. 52%), knowledge of the arts and sciences (58% vs. 56%), the ability to make constructive use of time (56% vs. 54%), decision-making skills (58% vs. 53%), tolerance for people and ideas (59% vs. 47%), oral communication skills (54% vs. 48%), and the ability to get along with others (53% vs. 40%). Note that more older than younger respondents reported improvement in critical thinking and problem-solving skills (71% vs. 61%) and self-confidence (69% vs. 55%) as a result of their experiences at JCCC. See Table 7.

Figure 4
Perceived Improvements by Age



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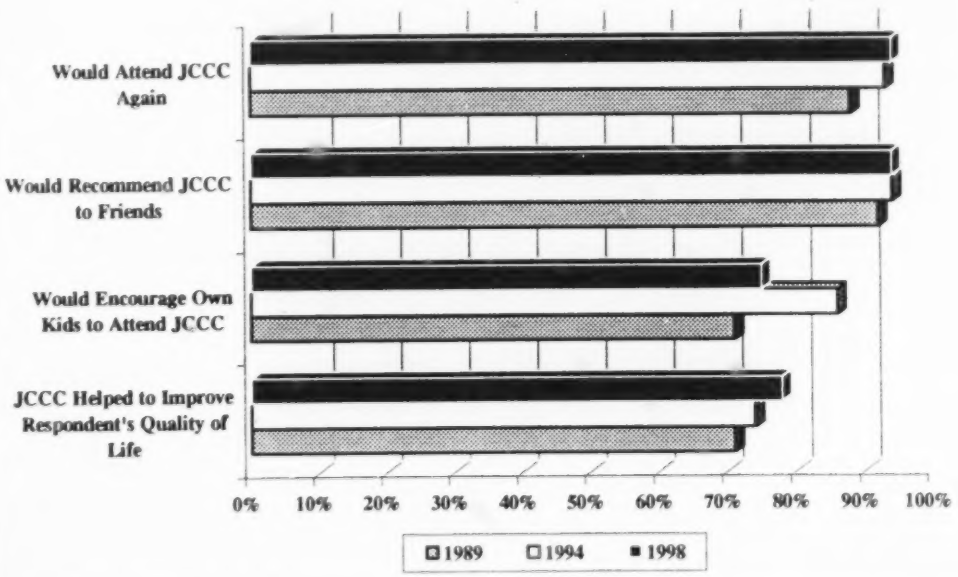
SATISFACTION WITH JCCC

Were respondents satisfied with JCCC?

In each of the years this study has been conducted, the vast majority of respondents expressed satisfaction with their experiences at JCCC. As Figure 5 depicts, there was little substantial variation in the percent of positive responses to most of these questions. Of note is the range of positive responses to the question about encouraging their own children to attend JCCC, which ranged from a high of 86% in 1994 to a low of 71% in 1989.

Three out of four respondents to the current study felt their JCCC experiences had improved their quality of life and, if starting now, 94% indicated they would attend JCCC again. Also of note is the fact that 94% of respondents to the 1998 study indicated they would recommend JCCC to friends and 75% would encourage their own children to attend JCCC. See Table 8.

Figure 5
Satisfaction With JCCC

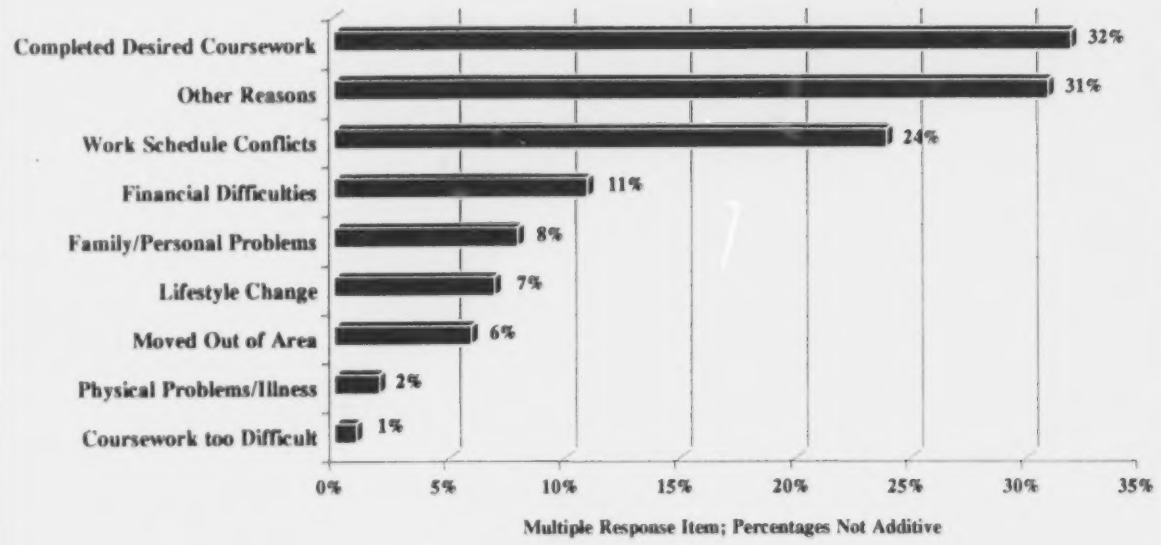


Why do students who have neither transferred nor completed a course of study at JCCC choose not to re-enroll?

As Figure 6 depicts, the reasons most often cited for not re-enrolling at JCCC were because all desired coursework had been completed (32%), work schedule conflicts (24%), financial difficulties (11%), family or personal problems (8%), lifestyle changes (7%), or because the respondent had moved out of the area (6%). Less than 1% of respondents indicated they had left JCCC because they found the coursework too difficult, and only 2% did not re-enroll because of physical problems or illness. See Table 8.

Note that reasons for not re-enrolling at JCCC other than those specified on the survey were mentioned by 31% of respondents. A summary of those verbatim comments is located on page 15 of this report.

Figure 6
Reasons for Leaving JCCC



Multiple Response Item; Percentages Not Additive

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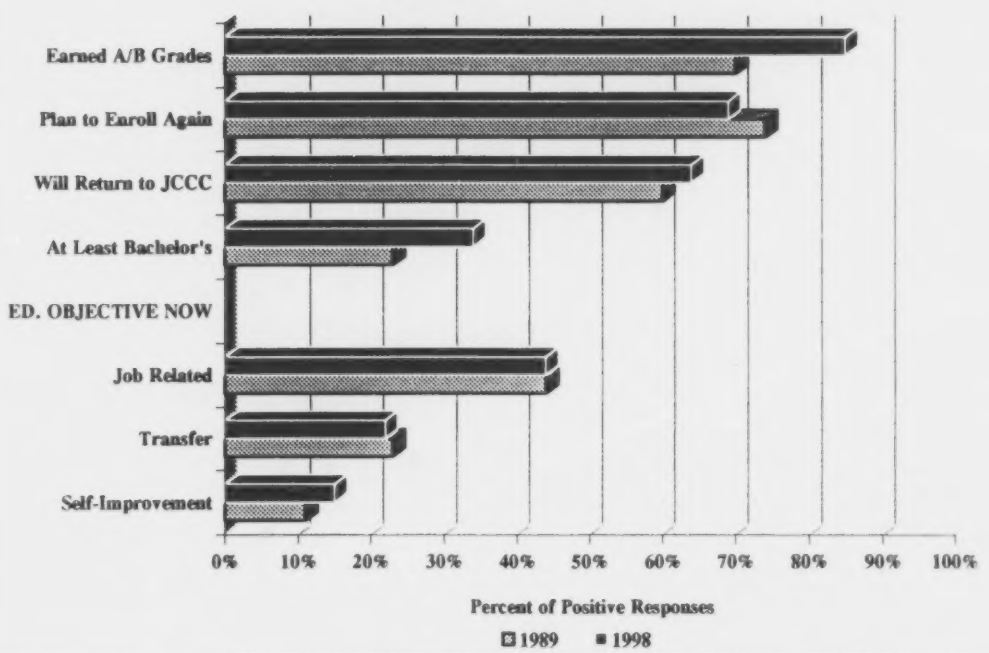
EDUCATIONAL ACHIEVEMENTS AND PLANS

How much schooling have respondents already completed, and what are their future educational plans?

As Figure 7 depicts, over 34% of respondents had already completed a bachelor's degree or above, the greatest percent reported since the study was initiated in 1989.

Over 85% of respondents had earned mostly A's and B's at JCCC, and nearly 70% eventually planned to re-enroll again. Of those, over 64% planned to re-enroll at JCCC. See Tables 9 and 10.

Figure 7
Educational Achievements and Plans



Survey respondents provided verbatim comments to several questions on the survey. Following is a summary of those responses. (A complete set of verbatim comments is available upon request from the Office of Institutional Research.)

What other reasons were there for deciding not to continue your studies at JCCC?

Reasons most frequently cited by respondents for not continuing their studies at JCCC included choosing to take classes at or transfer to other colleges; taking a break from classes; personal problems; grade, instructor, or course difficulty problems; and courses required for program completion that respondents considered too easy or irrelevant.

What was your primary educational objective when first enrolling at JCCC, other than those listed?

Most respondents reported their primary educational objective, other than what was detailed on the survey, was to complete courses more easily or cheaply that were required for their major at the 4-year university at which they were either already enrolled or were planning to enroll, to learn a new skill such as a language or keyboarding, or to successfully complete courses they had failed at another institution.

Why didn't you achieve your JCCC educational objective?

Among the reasons most often cited by respondents for not achieving their educational objective were changing major or career choice, difficulty of balancing work, school and/or family responsibilities, financial, transportation, and other personal problems, and the inability to schedule classes during convenient times and locations (i.e., on Saturdays or in Gardner). Many respondents also indicated that they have not yet finished their course of study and planned eventually to return to JCCC.

Why didn't JCCC help you to achieve your educational objective?

Less than 2% of respondents who had at least partially attained their original educational objective indicated that JCCC did not help them to achieve that goal. Reasons given for indicating that JCCC did not help them to achieve their educational objective were scheduling problems, inability to get along with an instructor, irrelevance of coursework to the student's primary goal, lack of focus of a teacher, and air quality problems in the Commons Building.

What comments or suggestions about JCCC or your area of study could you offer which would help us in meeting the needs of future JCCC students?

Comments were about evenly divided between those offering praise for JCCC and those offering suggestions for improvement. Many of the positive comments tended to be general in

SUMMARY OF VERBATIM COMMENTS

What comments or suggestions about JCCC or your area of study could you offer which would help us in meeting the needs of future JCCC students? (continued)

nature, such as, "Keep up the good work!" or "Thank you, JCCC!" Others indicated plans to return to JCCC as soon as possible for more classes, and some provided specific reasons for being pleased with JCCC, such as, "JCCC has the absolute best instructors, classes are a good size, and [it is] a very good, clean learning environment," "You improved your labs--I liked that," "Very good college prep work--loved the Fitness Center," "The library and Career Development Center were very helpful," "Cafeteria was great," "The art history program at JCCC is superb," "The staff from department chairs to professors were always accommodating; I used the labs provided and received tremendous support and help," "I really appreciated the helpfulness of the Math Resource Center," and "I made a lot of great friends and learned skills that will last a lifetime. I credit JCCC with showing me the direction I want to go in my life!"

Suggestions for improvement were quite varied, depending on each respondent's experiences at JCCC. Several mentioned the need for additional parking or, alternatively, more Saturday classes when the campus is less crowded. The request for more Saturday classes was also tied to the needs of working adults who often find both day and evening classes offered during the week inconvenient. More opportunities for independent study and distance learning classes, especially via the Internet, were also suggested as convenient alternatives to busy working adults.

A few respondents indicated a desire to see JCCC become a 4-year college. Others suggested that more variety in courses be available, especially in religion, history, and foreign languages. One respondent had transferred to another college due to the limitations of work study/ internships available in some disciplines at JCCC.

One respondent questioned the reasoning behind offering free tutoring for writing and math but not for all other subjects taught at JCCC. Others suggested more student activities to help students meet one another. One comment was, "JCCC is a great school and teaches you a lot, but it is tough to meet people!" Another respondent suggested noncredit review classes for engineers or technicians in the areas of mathematics or electrical engineering.

Two comments dealt with admissions and records responsibilities. One wrote, "I wish that when I do get a chance to take another course, either for work or personal interest, that I don't have to fill out another admission form ($10) and send transcripts each time," and another expressed annoyance at continuing to receive enrollment letters after having graduated.

A number of negative comments dealt with specific instructors or programs with which the respondent had experienced difficulty and are thus inappropriate for summary within this report. All verbatim comments resulting from this study are available in the Office of Institutional Research.

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Table 1

DEMOGRAPHIC PROFILE

	Number of Responses	Percent
Sex		
Male	160	30.7%
Female	359	68.9
Unknown	2	0.4
Age		
Under 25	165	31.7%
25 to 30	83	15.9
31 to 40	123	23.6
41 to 50	91	17.5
Over 50	43	8.3
Unknown	16	3.0
Mean = 33.1 years Median = 31.0 years		
Race/Ethnicity		
White/Other	463	88.9%
Asian or Pacific Islander	17	3.3
Hispanic	17	3.3
African-American/Black	8	1.5
American Indian or Alaskan	7	1.3
Unknown	9	1.7
Marital Status		
Currently married	262	50.3%
Never married	208	39.9
Previously married	48	9.2
Unknown	3	0.6
Family Income		
Under $ 20,000	49	9.4%
$20,000 to 40,000	120	23.0
40,001 to 60,000	128	24.6
60,001 to 80,000	84	16.1
80,001 to 100,000	55	10.6
Over 100,000	44	8.4
Unknown	41	7.9

Table 2

EMPLOYMENT PROFILE

Number of	Responses	Percent
Employment Status		
Employed full-time (30+ hours/week)	316	60.7%
Employed part-time (Under 30 hours/week)	89	17.1
Full-time military	8	1.5
Unemployed, actively looking for work	16	3.1
Out of labor force	86	16.5
Unknown	6	1.1

Employed Full-Time or Military

1996	71.0%
1994	76.5
1991	67.8
1989	50.0

Satisfaction With Full-Time Job[1]		
Satisfied	225	69.4%
Neutral	25	7.8
Dissatisfied	74	22.8

Satisfied With Full-Time Job

1996	60.6%
1994	63.8
1991	69.3
1989	66.1

[1]Note. Data were collected utilizing a 5-point scale ranging from very satisfied to very dissatisfied. Thus, the "satisfied" data includes "very satisfied" and "somewhat satisfied" responses combined, and the "dissatisfied" column includes "somewhat dissatisfied" and "very dissatisfied" responses combined. Full-time job category includes those serving in the military.

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Table 3

JCCC EDUCATIONAL OBJECTIVE

	Number of Responses	Percent
Original JCCC Educational Objective		
Prepare to transfer	169	32.4%
Improve skills for present job	93	17.9
Prepare to change careers	59	11.3
Study topics of interest/self-improvement	57	10.9
Explore career possibilities	53	10.2
Prepare to enter job market	37	7.1
Remedy or review basic skills	9	1.7
Other/unknown	44	8.5
Achieved JCCC Educational Objective		
Yes, completely	211	40.5%
Yes, partially	221	42.4
No[1]	89	17.1
Partially or Completely Achieved Educational Objective		
1996	70.1%	
1994	68.0	
1991	74.6	
1989	77.1	
JCCC Helped Achieve Objective		
Yes	384	88.9%
Unsure	36	8.3
No	8	1.9
Unknown	4	0.9

[1]Note. See verbatim comments in Appendix B for a summary of reasons provided by respondents for why JCCC educational objectives were not achieved.

Table 4

JCCC PROFILE

	Number of Responses	Percent
Last JCCC Enrollment		
Fall 1997	224	43.0%
Spring 1998	112	21.5
Summer 1998	173	33.2
Unknown	12	2.3
Semesters Enrolled at JCCC		
1 or 2	184	35.3%
3 or 4	158	30.3
5 or 6	77	14.8
7 or 8	27	5.2
9 or more	28	5.4
Unknown	47	9.0
Mean = 3.6; Median = 3.0		
Credit Hours Completed at JCCC		
Under 15	218	41.8%
16 to 30	127	24.4
31 to 45	40	7.7
46 to 60	29	5.6
Over 60	52	10.0
Unknown	55	10.5
Mean = 24.2; Median = 15.0		
Program Major at JCCC		
Business and technology	152	29.2%
General studies	136	26.1
Computer science	64	12.3
Arts, humanities, social sciences	46	8.8
Science, health care and math	57	10.9
Communications	10	1.9
Other/unknown	56	10.8

Table 5

PERCEPTIONS OF JCCC EXPERIENCES

	Number of Responses	Agree	Neutral	Disagree	Mean
Helped improve critical thinking and problem-solving skills	504	67.4%	27.4%	5.2%	3.81
Enhanced self-confidence	501	64.3	29.3	6.4	3.75
Helped improve written communication skills	502	57.2	35.1	7.8	3.68
Broadened knowledge of the arts and sciences	495	57.2	34.9	7.8	3.67
Helped clarify values and goals	499	55.1	37.7	7.2	3.60
Helped improve ability to make constructive use of time	502	54.1	37.1	8.8	3.58
Helped improve decision-making skills	499	54.1	39.1	6.8	3.58
Expanded tolerance for people and ideas	502	50.8	42.8	6.4	3.55
Helped improve oral communication skills	503	50.3	40.9	8.8	3.55
Helped improve ability to get along with others	501	44.3	47.1	8.6	3.44

Note. Data were collected utilizing a 5-point scale ranging from "strongly agree" to "strongly disagree." Thus, the "agree" column includes "strongly agree" and "agree" responses combined, and the "disagree" column includes "disagree" and "strongly disagree" responses combined.

Table 6

PERCEPTIONS OF JCCC EXPERIENCES BY NUMBER OF JCCC CREDIT HOURS COMPLETED

	Less Than 15 Credit Hours Completed					15 or More Credit Hours Completed				
	Number of Responses	Agree	Neutral	Disagree	Mean	Number of Responses	Agree	Neutral	Disagree	Mean
Helped improve critical thinking and problem-solving skills	206	62.1%	32.6%	5.3%	3.71	245	73.1%	22.4%	4.5%	3.93
Enhanced self-confidence	206	56.9	37.2	5.9	3.64	244	72.1	22.2	5.7	3.89
Helped improve written communication skills	202	42.1	49.5	8.4	3.45	247	68.4	24.3	7.3	3.88
Helped broaden knowledge of the arts and sciences	203	43.8	45.4	10.8	3.40	243	69.1	25.1	5.8	3.88
Helped clarify personal life values and goals	204	49.0	41.7	9.3	3.47	243	61.3	33.4	5.3	3.73
Helped improve ability to make constructive use of time	204	48.0	43.2	8.8	3.49	246	58.9	32.6	8.5	3.67
Helped improve decision-making skills	204	44.6	48.0	7.4	3.43	243	61.3	33.4	5.3	3.71
Expanded tolerance for people and ideas	206	42.2	52.5	5.3	3.42	244	59.0	34.9	6.1	3.70
Helped improve oral communication skills	204	33.3	55.9	10.8	3.30	246	62.2	30.9	6.9	3.73
Helped improve ability to get along with others	205	39.5	52.7	7.8	3.37	244	49.2	41.8	9.0	3.51

Note. Data were collected utilizing a 5-point scale ranging from "strongly agree" to "strongly disagree." Thus, the "agree" column includes "strongly agree" and "agree" responses combined, and the "disagree" column includes "disagree" and "strongly disagree" responses combined.

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Table 7

PERCEPTIONS OF JCCC EXPERIENCES BY AGE OF RESPONDENT

	Under 25 Years of Age					Age 25 or Older				
	Number of Responses	Agree	Neutral	Disagree	Mean	Number of Responses	Agree	Neutral	Disagree	Mean
Helped improve critical thinking and problem-solving skills	162	60.5%	31.5%	8.0%	3.75	328	70.7%	25.3%	4.0%	3.84
Enhanced self-confidence	161	54.7	36.0	9.3	3.60	326	69.0	25.8	5.2	3.83
Helped improve written communication skills	163	67.5	23.9	8.6	3.83	326	51.8	40.5	7.7	3.60
Helped broaden knowledge of the arts and sciences	163	58.3	33.1	8.6	3.68	319	56.1	36.1	7.8	3.66
Helped clarify personal life values and goals	162	54.3	39.5	6.2	3.64	323	54.2	37.8	8.0	3.57
Helped improve ability to make constructive use of time	162	55.6	32.7	11.7	3.57	327	54.1	38.3	7.6	3.58
Helped improve decision-making skills	161	57.8	34.7	7.5	3.63	325	52.6	40.6	6.8	3.55
Expanded tolerance for people and ideas	161	59.0	34.8	6.2	3.70	327	46.5	46.8	6.7	3.48
Helped improve oral communication skills	162	54.3	35.8	9.9	3.60	328	47.9	43.6	8.5	3.51
Helped improve ability to get along with others	162	53.1	36.4	10.5	3.57	325	40.0	52.0	8.0	3.37

Note. Data were collected utilizing a 5-point scale ranging from "strongly agree" to "strongly disagree." Thus, the "agree" column includes "strongly agree" and "agree" responses combined, and the "disagree" column includes "disagree" and "strongly disagree" responses combined.

Table 8

SATISFACTION WITH JCCC AND REASON FOR LEAVING

	Number of Responses	Percent
JCCC Improved Quality of Life		
Definitely/Probably	405	77.7%
Uncertain	70	13.4
Probably not/Definitely not	42	8.1
Unknown	4	0.8

Definitely/Probably Improved Quality of Life

1996	77.5%
1994	73.5
1991	76.2
1989	71.4

If Starting Now, Would Attend JCCC Again		
Definitely/Probably	489	93.9%
Uncertain	13	2.5
Probably not/Definitely not	18	3.5
Unknown	1	0.2

Definitely/Probably Would Attend Again

1996	90.5%
1994	93.0
1991	93.7
1989	88.0

Would Recommend JCCC to Friends		
Yes	488	93.7%
Unsure	27	5.2
No	4	0.8
Unknown	2	0.3

Would Recommend JCCC to Friends

1996	92.1%
1994	94.0
1991	95.6
1989	91.7

Table 8 (Continued)

SATISFACTION WITH JCCC AND REASON FOR LEAVING

	Number of Responses	Percent
Would Encourage Own Children to Attend JCCC		
Yes	390	74.9%
Unsure	95	18.2
No	23	4.4
Unknown	13	2.5

Would Encourage Own Children to Attend JCCC

1996	83.2%
1994	85.5
1991	78.3
1989	70.5

Reason for Leaving JCCC[1]		
Completed desired coursework	165	32.4%
Work schedule conflicts	121	23.7
Financial difficulties	57	11.2
Family/personal problems	39	7.6
Lifestyle change (marriage, pregnancy, etc.)	34	6.7
Moved out of area	29	5.7
Physical problems/illness	9	1.8
Coursework too difficult	3	0.6
Other	159	31.2

Note. [1]Multiple response item; numbers and percentages are not additive.

Table 9

CURRENT EDUCATIONAL PROFILE

	Number of Responses	Percent
Currently Enrolled		
Yes, full-time (12+ credit hours)	122	23.4%
Yes, part-time	40	7.7
No	358	68.7
Unknown	1	0.2
Where		
University of Kansas	45	27.8%
Kansas State University	13	8.0
Kansas community college	9	5.6
Other Kansas university	34	21.0
Missouri college/university	32	19.8
Out-of-area college/universities	11	6.8
Unknown	18	11.0
Highest Level of Education Attained		
High school diploma	230	44.1%
Vocational certificate	39	7.5
Associate's degree	67	12.9
Bachelor's degree	144	27.6
Master's degree	31	6.0
Doctoral/professional degree	4	0.8
Unknown	6	1.1

Attained Bachelor's Degree or Higher

1996	14.3%
1994	24.5
1991	29.6
1989	22.6

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Table 9 (Continued)

CURRENT EDUCATIONAL PROFILE

	Number of Responses	Percent
Self-Reported JCCC Grades		
Mostly A	242	46.4%
Mostly A and B	155	29.8
Mostly B	47	9.0
Mostly B and C	50	9.6
Mostly C	18	3.5
Mostly C and D	4	0.8
Mostly F	2	0.4
Unknown	3	0.6

Self-Reported JCCC Grades of A & B

1996	74.9%
1994	78.5
1991	81.2
1989	70.2

Table 10

FUTURE EDUCATIONAL PLANS

	Number of Responses	Percent
Current Educational Objective		
Prepare to transfer	113	21.7%
Improve skills for present job	103	19.8
Study topics of interest/self-improvement	78	15.0
Prepare to enter job market	56	10.7
Prepare for graduate school	45	8.6
Prepare to change careers	44	8.4
No plans for more education	43	8.3
Explore career possibilities	28	5.4
Remedy or review basic skills	4	0.8
Other/unknown	7	1.3
Plan to Enroll Again		
Yes	357	68.5%
Unsure	120	23.0
No	35	6.7
Unknown	9	1.8

Plan to Enroll Again

1996	74.5%
1994	73.5
1991	75.1
1989	73.5

Where		
JCCC	229	64.1%
The University of Kansas	35	9.8
Kansas State University	9	2.5
Other Kansas colleges/universities	22	6.2
Missouri colleges/universities	35	9.8
Out-of-area colleges/universities	10	2.8
Unknown	17	4.8

APPENDIX B: SURVEY INSTRUMENT

JOHNSON COUNTY COMMUNITY COLLEGE
FORMER STUDENT SURVEY
FALL 1998

Dear Former JCCC Student: Please take a few minutes to carefully respond to each of the following questions as honestly and completely as possible; then return the completed survey to us in the envelope provided. All responses will be kept strictly confidential and reported as group data only. Thank you for your help.

_____***NOTE***: If you are currently enrolled at JCCC, please check here and return the uncompleted survey in the envelope provided. We are only surveying former JCCC students at the present time. Thank you.

1. When were you ***last*** enrolled at JCCC? _____1. Fall 1997 _____2. Spring 1998 _____3. Summer 1998

2. Why did you decide ***not*** to continue your studies at JCCC? (Check all that apply)

_____1. Unnecessary (completed desired coursework)
_____2. Financial difficulties
_____3. Family/personal problems
_____4. Work schedule conflict
_____5. Lifestyle change (marriage, pregnancy, etc.)
_____6. Moved out of area
_____7. Physical problems/illness
_____8. Coursework too difficult
_____9. Other (please specify)

3. What was your major or main area of study at JCCC?_____

4. How many ***credit hours*** did you complete at JCCC?_____

5. How many ***semesters*** were you enrolled at JCCC?_____

6. What was your ***primary*** educational objective when ***first*** enrolling at JCCC? (Check only one)

_____1. Prepare to transfer to another college or university
_____2. Prepare to enter the job market
_____3. Improve skills for your present job
_____4. Explore courses to decide on a new career
_____5. Remedy or review basic skills
_____6. Study topics of interest or for self-improvement
_____7. Prepare to change careers
_____8. Other (Please specify)

7. Did you achieve your JCCC educational objective?

_____1. Yes, completely
_____2. Yes, partially
_____3. No (If no, briefly explain why not, then skip to Question 9)

8. Did JCCC help you to achieve this educational objective?

_____1. Yes
_____2. Unsure
_____3. No (If no, please explain why not)

---

9. Below are several goals that "typical" students have for their college experiences. Please indicate how much you agree that your experiences at JCCC helped you to accomplish these goals.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
A. Broaden my knowledge of the arts and sciences	1	2	3	4	5
B. Improve my ability to communicate orally	1	2	3	4	5
C. Improve my ability to communicate in writing	1	2	3	4	5
D. Improve my ability to make good decisions	1	2	3	4	5
E. Improve my ability to make constructive use of time	1	2	3	4	5
F. Enhance my ability to get along with others	1	2	3	4	5
G. Expand my tolerance for people and ideas	1	2	3	4	5
H. Assist me in clarifying the values and goals of my life	1	2	3	4	5
I. Enhance my self-confidence	1	2	3	4	5
J. Improve my critical thinking and problem-solving skills	1	2	3	4	5

---

10. Regardless of the financial benefits, do you feel your JCCC experiences have improved the quality of your life?

_____1. Definitely yes
_____2. Probably yes
_____3. Uncertain
_____4. Probably no
_____5. Definitely no

11. If you could go back, knowing what you know now, would you still attend JCCC?

_____1. Definitely yes
_____2. Probably yes
_____3. Uncertain
_____4. Probably no
_____5. Definitely no

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2. Would you recommend attending JCCC to your friends and acquaintances?

_____1. Yes
_____2. Unsure
_____3. No

13. Would you encourage your own children to attend JCCC?

_____1. Yes
_____2. Unsure
_____3. No

14. If you could name one faculty or staff member who had the greatest impact on you at JCCC, who would it be?

_____Dept./Area_____

Why did you select this person?

15. Which of the following best describes your ***current primary*** educational objective? (Check only one)

_____1. Transfer to another college or university
_____2. Prepare for graduate school
_____3. Prepare to enter the job market
_____4. Improve skills for your present job
_____5. Explore courses to decide on a new career
_____6. Remedy or review basic skills
_____7. Study topics of interest or for self-improvement
_____8. Prepare to change careers
_____9. No plans for more education
____10. Other (Please specify)

16. Are you currently enrolled in any classes? (Check only one)

_____1. No
_____2. Yes, enrolled full-time
_____3. Yes, enrolled part-time

If yes, where are you currently enrolled?_____

17. Do you plan to enroll in classes again?

_____1. Yes, at JCCC
_____2. Yes, elsewhere (Where?_____
_____3. Unsure
_____4. No

18. Which of the following best describes your JCCC grades? (Check only one)

_____1. Mostly A
_____2. Mostly A and B
_____3. Mostly B
_____4. Mostly B and C
_____5. Mostly C
_____6. Mostly C and D
_____7. Mostly D
_____8. Mostly F

Personal Profile

19. Highest level of education attained:

_____1. High school diploma
_____2. Vocational certificate
_____3. Associate's degree
_____4. Bachelor's degree
_____5. Master's degree
_____6. Doctoral/professional degree

20. Current employment situation:

_____1. Full-time military
_____2. Employed full-time (30+ hours per week)
_____3. Employed part-time (under 30 hours per week)
_____4. Unemployed, actively looking for work
_____5. Not in labor force (not employed and not looking for work)

21. If employed, how satisfied are you with your present job?

_____1. Very dissatisfied
_____2. Somewhat dissatisfied
_____3. Neutral--neither satisfied nor dissatisfied
_____4. Somewhat satisfied
_____5. Very satisfied

22. Race:

_____1. American Indian/Alaskan
_____2. Hispanic
_____3. Asian/Pacific Islander
_____4. African American/Black
_____5. White/Other

23. Marital status:

_____1. Single/never married
_____2. Married
_____3. Previously married (separated, divorced, or widowed)

24. Gender:

_____1. Female
_____2. Male

25. Age:_____

26. Annual family income:

_____1. Under $20,000
_____2. $20,000 to $40,000
_____3. $40,001 to $60,000
_____4. $60,001 to $80,000
_____5. $80,001 to $100,000
_____6. Over $100,000

Any comments or suggestions about JCCC or your area of study which would help us in meeting the needs of future students would be appreciated. Thank you for your help!

APPENDIX C: COVER LETTERS

November 16, 1998

Dear Former JCCC Student:

As part of Johnson County Community College's continuing commitment to improving its programs and services, we are surveying former students who attended JCCC in fall 1997, spring 1998, or summer 1998, and had not graduated, earned a certificate, left with marketable skills, transferred to another postsecondary institution, or re-enrolled at JCCC. We are particularly interested in your opinions of JCCC, whether you met your educational objective at JCCC, and your educational plans for the future.

Please take a few minutes to answer each of the questions on the enclosed survey as completely and accurately as possible, then return the completed survey in the business reply envelope by ***Friday, December 4, 1998.*** Naturally all responses will be kept strictly confidential and reported as group data only. Your responses will be used by the college to help us in meeting the needs of future JCCC students.

Thank you for your contribution to this important project, and good luck in your future endeavors.

Sincerely,

Dan Radakovich
Vice President for Academic Affairs

Enclosures

December 7, 1998

Dear Former JCCC Student:

A few weeks ago we sent you a survey requesting information about whether you met your educational objective at JCCC, your opinions of JCCC, and your educational plans for the future. We are pleased with the response thus far, but would like to make it even better. If you have already completed the survey, thank you very much. Your responses will help us in planning to meet the needs of future JCCC students like yourself.

In the event you have not as yet completed the survey and returned it to us, we are enclosing a second copy. Please take a few minutes to answer each of the questions and return the survey to us in the envelope provided by ***December 31, 1998***. Naturally all responses will be kept strictly confidential and reported as group data only.

Thank you for your contribution to this important project, and good luck in your future endeavors.

Sincerely,

Dan Radakovich
Vice President for Academic Affairs

Enclosures

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Office of Institutional Research
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